**2013-2014**

**K-12 Leadership**

**Focus on Professional Learning Communities**

**PROGRAM PLAN/TARGETS/TIMELINE**

**Guiding Question:**

How do we become a Professional Learning Community (PLC) as we meet the five district goals and implement the 21st Century Model of Education?

**Long term targets:**

* Be a professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the MCPS 21st Century Model of Education
* Integrate the Montana Common Core States Standards in English Language Arts and mathematics across the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| 2012-2013  Academic Year | See MCPSOnline wiki | See MCPSOnline wiki | **STANDARD 1**  ***Principals/leaders build a foundation for Professional Learning Communities within their building.***   * I can foster a school culture of collective responsibility for high levels of student learning, regardless of circumstances * I can ensure ***all*** students a guaranteed and viable curriculum * I can articulate a mission of ensuring high levels of learning for all students that is embedded in the culture of the school | See MCPSOnline wiki |  |
| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **AUGUST**  **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Aug 12, 2013  7:00-9:00am  ***ALL K12***  BB Brdrm | **Materials:**  Chart paper  Markers  **Handouts:**  Agenda  **Videos:**  [*Dufours: Groups vs. Teams*](http://www.youtube.com/watch?v=0hV65KIItlE) |  | **STANDARD 1** (continued)  ***Principals/leaders build a foundation for Professional Learning Communities within their building.***   * I can describe the purposes of the K-12 leadership team in a PLC * I can outline district team structure, responsibilities and development in a PLC * I can identify critical questions for principal consideration in a PLC   **STANDARD 2**  Principals/leaders thoughtfully establish and sustain highly effective collaborative teams.   * I can explain why collaborative teams are our basic organizing structure as we develop our PLC * I can Identify potential barriers to collaborative teaming at my school and address possible solutions with my colleagues * I can consider strategies for developing team norms at my school * I can identify and prepare the first K-12 leadership team PLC products and timeline | * Introduction * Review PLC Journey poster * **Protocol:** Morning Meeting * ***Video:*** *Dufour Group vs. Team* * **Protocol:** Small group discussion/large group share out: Develop norms and collective commitments * **Protocol:** Plus/Delta * **Protocol:** Exit Ticket |  |

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| **SEPTEMBER WEEKLY ERD/PRINCIPAL MEETINGS** | | | | | | |
| ***Week of September 9-13***  Targets:   1. I can explain why collaborative teams are our basic structure in a PLC. 2. I can organize my school into collaborative teams that work interdependently. | | | | ***Week of September 16-20***  Targets:   1. I can organize our school into collaborative teams that work interdependently to achieve common goals for which members hold themselves mutually accountable. 2. I can ensure that all teams develop and adopt team norms each year and that all teams address the team response when a member does not adhere to them. | | |
| Questions:   1. What strategies have you used to develop staff understanding of “team” in a PLC? 2. What evidence do you have of the level of staff willingness to create meaningful teams? | | | | Questions:   1. How have you determined who the leader will be for each team? (Please bring your list of teams, who is on each team and who is the leader of each team, who is on your school leadership team.) 2. How did you facilitate team norm development? (Please bring copies of norms for all teams.) | | |
| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **SEPTEMBER**  **Targets** | | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Sept 24, 2013  1-2:30pm  ***ALL K12***  BB Brdrm |  |  | **STANDARD 2** (continued)  Principals/leaders thoughtfully establish and sustain highly effective collaborative teams.   * I can articulate the moral purpose of MCPS * I can develop collective commitments to guide the work of the K-12 Leadership PLC * I can determine “power standards” in the math curriculum for a specific grade level * I can identify and prepare the second K-12 leadership team PLC products and timeline | | * Reading focused on building moral purpose with staff; table talk * Practiced identifying power standards using the CCSS mathematics curriculum * Reviewed deliverables and timeline | * Find ways to include the five vocabulary words for this month in activities with your staff. This will be a discussion in your weekly ERD/principal meeting. * Go to All Things PLC and find an article or artifact of interest to share |

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| **OCTOBER WEEKLY ERD/PRINCIPAL MEETINGS** | | |
| ***Week of September 23-27***  Targets:  None | ***Weeks of Sep 30 – Oct 4; Oct 7-11; Oct 14-18***  Targets:   1. Reflect on September 30th PIR day activities and agenda 2. Review the *Critical Considerations for Principals* from Aug 12 K-12 PLC meeting (in your packet of handouts, also on the wiki under “RESOURCES” for August 12th K-12 PLC meeting: <http://www.mcpsonline.org/index.php/K-12_PLC> | ***Weeks of Oct 21- 25; Oct 28-Nov 1***  Targets:   1. I can use five vocabulary words in activities with my staff (professional learning community (PLC), collaboration, critical questions of collaborative teams, team, team norms) 2. I can create a school culture founded in the belief that ALL students can learn |
| Questions:  None | Questions:   1. What were your short-term targets for Sep 30th? What was learned? How do you know? 2. Has your master schedule been altered to allow for collaborative team time during the instructional day? If yes – share the schedule, walk me through it; if no – how are you meeting the expectation of 60 minutes minimum per week and what ideas do you have so that you can achieve this? How do you know your teams are focused on the right work? What evidence do you collect? | Questions:   1. How are you institutionalizing each of the five vocabulary words in your school culture? 2. How might you use the examples of four schools to begin to build a school culture founded in the belief that ALL students can learn? |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **OCTOBER**  **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| NO LARGE GROUP MEETING DUE TO MCEL and MBI: |  |  | * I can define a guaranteed and viable curriculum. * I can ensure that all students receive a guaranteed and viable curriculum. | * NO LARGE GROUP MEETING DUE TO MCEL and MBI: see weekly individual meetings * Read Chapter 3, *Learning by Doing* * Provide a written response to the following questions:   + What is a guaranteed and viable curriculum?   + What strategies are you using to ensure a guaranteed and viable curriculum for every student within your building? |  |

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| **NOVEMBER WEEKLY ERD/PRINCIPAL MEETINGS** | |
| ***Weeks of Nov 4-8; Nov 11-15***  Targets:   1. I can define a guaranteed and viable curriculum. 2. I can ensure that all students receive a guaranteed and viable curriculum. | ***Nov 18-22***  Targets:   1. I can define a guaranteed and viable curriculum. 2. I can ensure that all students receive a guaranteed and viable curriculum. |
| Questions: (WE WANT WRITTEN RESPONSE)   1. What is a guaranteed and viable curriculum? 2. What strategies are you using to ensure a guaranteed and viable curriculum for every student within your building? | Questions: (ERD/Principal discussion of written response)  Use reading *Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum,* send link in advance: <http://wvde.state.wv.us/ctn/Research/whyshouldweensure.pdf>   1. What is a guaranteed and viable curriculum? 2. What strategies are you using to ensure a guaranteed and viable curriculum for every student within your building? |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| **Nov 19, 2013**  1-2:30pm  ***ALL K12***  BB Brdrm |  |  | **Build a foundation for a professional learning community**   * I can lead an assessment of “power standards” for a specific grade level based on three criteria: endurance, leverage, and readiness * I can articulate and foster a school culture of the district’s vision and mission: collective responsibility for high levels of students learning, regardless circumstances. (Every student, Everyday, Achievement for All!) | * Vocabulary assessment protocol (Entrance ticket?; think pair share?)   Bring two examples of team power standards from your building:   * One that “best” represents this work * One that “needs improvement”   Use vocabulary words:   * Endurance * Leverage * Readiness * Vision * Collective responsibility   Where do these words occur in the PLC book, ask principals to read this ahead of time. |  |

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| **DECEMBER WEEKLY ERD/PRINCIPAL MEETINGS** | |
| ***Weeks of December 2-6***  Targets:   * Facilities planning meetings * Region meetings focused on Data Wise * No weekly ERD/Principal meetings scheduled | ***Weeks of December 9-13; December 16-20***  Targets:  Use resource:   1. [*The Professional Learning Communities At Work Continuum: Learning as Our Fundamental Purpose (Part I)*](http://wvde.state.wv.us/ctn/Tools/Learning%20as%20Our%20Fundamental%20Purpose%20Part1.pdf)  * Reflect on where we are with embedding the learning mission and vision in the school culture |
| Questions: | Questions:   1. Where is your school on the continuum with embedding the learning mission and vision in your school culture? |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| **Dec 17th**  1-2:30pm  ***ALL K12***  BB Brdrm |  |  | * Create a vision for fully functional professional learning communities throughout the district utilizing the *MCPS 21st Century Model of Education* and the *MCPS Five Year Strategic Plan* |  |  |

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| **JANUARY WEEKLY ERD/PRINCIPAL MEETINGS** |
| ***Week of January 6-10; January 13-17***  Targets:  Use resource:  *Where Do we Go From Here? Worksheet Clearly Defined Outcomes*   * I can use five vocabulary words in activities with my staff (Endurance, Leverage, Readiness, Vision, Collective responsibility) * Determine next right steps for embedding the learning mission and vision in the school culture at each building |
| Questions:   1. Send principals *Where Do we Go From Here? Worksheet Clearly Defined Outcomes* 2. Ask them to complete before weekly ERD/Principal meeting. 3. Reflect on and diiscuss next steps. |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Jan 28, 2014  1-2:30pm  ***ALL K12***  BB Brdrm |  |  |  |  |  |

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| **FEBRUARY WEEKLY ERD/PRINCIPAL MEETINGS** | | |
| ***Week of January 27-31***  Targets: | ***Week of February 3-7***  Targets: | ***Week of February 10-14***  Targets: |
| Questions: | Questions: | Questions: |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Feb 25, 2014  1-2:30pm  ***ALL K12***  BB Brdrm |  |  |  |  |  |

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| **MARCH WEEKLY ERD/PRINCIPAL MEETINGS** | | |
| ***Week of February 24-28***  Targets: | ***Week of March 3-7***  Targets: | ***Week of March 10-14***  Targets: |
| Questions: | Questions: | Questions: |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Mar 25, 2014  1-2:30pm  ***ALL K12***  BB Brdrm |  |  |  |  |  |

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| **APRIL WEEKLY ERD/PRINCIPAL MEETINGS** | | |
| ***Week of March 24-28***  Targets: | ***Week of April 7-11***  Targets: | ***Week of April 14-18***  Targets: |
| Questions: | Questions: | Questions: |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| Apr 22, 2014  1-2:30pm  ***ALL K12***  BB Brdrm |  |  |  |  |  |

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| **MAY WEEKLY ERD/PRINCIPAL MEETINGS** | | |
| ***Week of April 21-25***  Targets: | ***Week of May 5-9***  Targets: | ***Week of May 12-16***  Targets: |
| Questions: | Questions: | Questions: |

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| **Date/**  **Time/**  **Location** | **Materials/ Handouts Needed** | **Read Ahead** | **Targets** | **Activities** | **Follow-Up**  **(Read Before Next Full Group Mtg)** |
| May 27, 2014  1-2:30pm  ***ALL K12***  BB Brdrm |  |  |  |  |  |